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Newsletter



GRADUATE SCHOOL ★ USDA

May 25, 1956

To the Faculty, Committee Members and others associated with the Graduate School

In case you haven't studied the schedule of classes for the summer term, you will be interested to know that we are offering 43 courses. Among them are four new ones in foreign languages and two in mathematics.

These are: Reading French; Russian Reading (Pushkin to Tolstoy); Conversaciones de Viajes (non-credit); and Readings in Contemporary Spanish and Latin American Literature; Problem Analysis; College Algebra Review.

The course in Problem Analysis is taught by Thomas Saaty, one of the leaders in the new field of operations research and related work in problem solving. The course is designed to help the student develop creativeness in formulating and solving meaningful problems.

The summer schedule also includes five courses that have drawn unusually good enrollments in the fall and spring terms but have not previously been given in the summer.

These are: the second half of Intermediate Accounting; Reports and Forms Management; Data Processing; Improving Human Relations and Group Behavior; and Introduction to Photogrammetry.

Registration for the summer term will be held June 4 to 9. Classes begin June 11 and continue for 10 weeks.

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We are continuing our work in the technical assistance field with a contract with FAS for the organization of two one-month public administration courses for foreign agricultural officials brought here by the International Cooperation Administration. Assistant Director O. B. Conaway, Jr., will organize and direct these courses which will be held in June and September. A number of USDA administrators will lecture in the programs which are designed to present theories of administration and their applications in this Department.

Although the Graduate School doesn't give degrees, we do, as many of you know, confer certificates of accomplishment on students who complete a specified number of hours. We were reminded of persistent hard work that this requires a few days ago when we looked over an application for an honors oral examination for a Certificate of Accomplishment in Public Administration with Honors. It was made by Miss Josephine Turnure, who began work in the Graduate School in 1949. At the end of this semester she will have completed 18 courses or 45 hours of work with no grade below B and with many A's to her credit. Miss Turnure is a clerical assistant in the Directorate of Plans, DCS/Operations, Headquarters, U. S. Air Force.

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You may not be aware that your association with the Graduate School entitles you to carry insurance in the Teachers Insurance and Annuity Association of America and the College Retirement Equities Fund. We are one of the 702 educational institutions using TIAA contracts to fund staff retirement and life insurance programs.

Many of you are familiar with TIAA. It was established in 1918 by the Carnegie Foundation for the Advancement of Teaching and the Carnegie Corporation.

CREF, established in 1952, is a fundamentally new approach to retirement income. It is designed to help provide a retirement income that keeps in step with economic trends and living costs.

CREF invests in selected common stocks that show strength in normal periods of inflation. One fourth, one third, or one-half of the participant's annuity premiums may be paid to CREF, the rest going to a TIAA annuity.

The portion of premiums placed in CREF provides a variable annuity based primarily on the performance of common stocks; the portion placed in TIAA is invested to provide a guaranteed fixed-dollar annuity. The resulting combination offers the participants reasonable opportunity of security during retirement regardless of fluctuations in the American economy.

You can get a personal illustration of the cost for \$20,000 term insurance up to age 55 and a booklet describing other TIAA plans by sending information on your age and the ages of your dependents to Teachers Insurance and Annuity Association of America, 522 Fifth Avenue, New York 36, N. Y. Be sure to mention that you are on the Graduate School faculty.

"How to start a college" might have been the subject of an interesting talk we heard at the final luncheon meeting of the faculty, May 1.

The speaker, Director John N. Finley of the University of Virginia extension center in Arlington, told us of plans for the two-year co-educational college that has been authorized by the General Assembly. The new college will offer accredited work in liberal arts, engineering, and education.

Although the site has not been selected, funds are being raised -- a total of \$100,000 a year -- in Arlington and Fairfax counties and Alexandria. It is expected that a building and grounds will also be donated.

Dr. Finley said the lively character of the community had meant rapid growth for the University center since it was established in Arlington in 1949. With 300 classes this year and an enrollment of about 4600 students, the center has only scratched the surface of the interest in courses for credit in North Virginia, in Dr. Finley's opinion.

* * *

We can see ourselves in the mirror that John Dyer holds up to the evening college in IVORY TOWERS IN THE MARKET PLACE. (Bobbs Merrill)

Dr. Dyer's wealth of information comes from his own experiences as dean of Tulane's university college and from an extensive study recently made under the auspices of the Center for the Study of Liberal Education for Adults.

However it isn't the familiar part of the story that interests us about his book as the challenge he makes that:

"The evening college should afford the individual access to and experience in those intellectual activities which will (1) give him a basis for value judgments on qualitative thinking, (2) afford a broad base for social thinking, and (3) enable him to acquire a fund of experiences, images, ideas, and behavior patterns which in their totality help to make up the cultured individual."

" . . . we are suggesting that our times make it mandatory for the intelligent man to understand a great deal about his social milieux -- and not only know about them but be able to transcend them in his thinking, particularly in any action oriented thinking."

In other words, Dr. Dyer is saying that as teachers in an evening school, you have a responsibility -- in the two or three hours a week you meet with your students -- to help them understand the world in which we live and their responsibilities as citizens.

He says that "Neither the world of business nor society in general is one whit concerned over the question of whether a man gets his education in the day time or in the evening or at what age he gets it. Evening colleges and day colleges must, therefore, join hands in the process of education for which they are but artificial administrative divisions of a movement which has so much to do with shaping our national destiny."

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"There is, apparently, an intangible value or satisfaction in mastering a given segment of knowledge which compensates for the heavy demands in work and time."

"Perhaps an explanation of this aspiration and persistence can be found in the nature of the Ph.D. At its best it represents that scholarship which is capable of shedding new light on some corner of knowledge. It is an exacting discipline and exciting; in simplest terms, it is the search for truth."

"In this respect it may differ in purpose and outlook from other higher degrees. To be sure, all study beyond the bachelor's degree demands vigor and independence of mind and the use of techniques of scholarship and research. In the professional schools devoted to law, medicine, and business, however, specialized subject matter can be studied in relation to specialized professional application. In graduate schools there is no such focus. Emphasis must be placed less upon 'know how' than upon 'know why'. And 'know why' has a unique seductiveness."

The foregoing is from a new book GRADUATE EDUCATION FOR WOMEN. This is a report by a faculty-trustee committee on the Radcliffe Ph.D. It concludes that graduate education for women has developed not only the maturity to stay but the strength to grow. It suggests that graduate education has a major contribution to make to the life of our age; and that women as well as men are needed with this background of training and mental attitude.

We learned about the book from Registrar Louise Malone, who served as co-chairman of a tea arranged by the Washington Radcliffe Club for Dean Bernice Cronkhite, chairman of the committee that prepared the report.

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AMONG OURSELVES

Death took a member of our General Administration Board, April 20, when MacHenry Schafer, Director of USDA's Office of Personnel, suffered a cerebral hemorrhage.

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We are happy to report that Clarence M. Ferguson, Administrator of the Federal Extension Service Chairman of our General Administration Board, is back on the job after an extended illness.

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Our congratulations and good wishes to J. Kendall McClarren head of our Department of Languages and Literature, in his new post as Assistant Director in the USDA's Office of Information in charge of visual aids. Mr. McClarren has moved from the Agricultural Research Service into the post formerly held by Lisle Longsdorf on a year's leave of absence from Kansas State College.

Jerome Perlmutter, a popular teacher of report writing, has joined the publications branch of the Office of Information.

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Dr. A. H. Moseman leaves Washington on July 1 to accept an appointment with the Rockefeller Foundation. He has been a faithful and constructive member of the Departmental Committee on Biological Sciences.

Sincerely,



T. Roy Reid
Director